

## FORMS AND HINTS

FOR

## TEACHERS AND TRUSTEES OF SCHOOLS,

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BY THE SUPERINTENDENT OF EDUCATION  
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## FORM OF RETURN &amp;c.

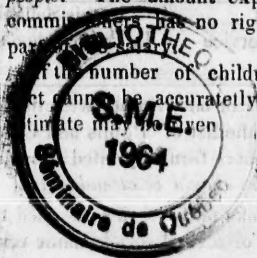
Full and accurate statistical information is of the utmost importance to Educational improvement. Every fact which can throw light on the state and character of a District is valuable. It affords means of comparison with other Districts, and thus furnishes material for suggesting improvements and stimulating the public mind to greater interest in the cause of elementary instruction. The following form embraces those particulars which are believed to be most useful in these respects, and information on the whole of them is expected to be given in the report of the Commissioners to the Government. Trustees and Teachers are therefore earnestly requested to pay particular attention to every part of the Form, and to fill it up as carefully and as accurately as possible.

In order to give the average daily attendance, and average time of attendance

of each scholar, it will be necessary to keep a daily register of attendance, and to sum up the results at the end of the month or quarter. The teacher will find it very useful to add to this register an account of the tardinesses, deportment and errors in recitation; and to send to the parents the sum total of errors, absences and merits, at the end of each month. It will be observed that one of the questions in the form refers to such a register. More particular directions as to the form of these registers will be given at a future time.

It must be observed that the salary of the teacher, as given in the return, must include *only* the amount contributed by the people. The amount expected from the committee has no right to appear as part of the salary.

If the number of children in the district cannot be accurately ascertained, an estimate may be given.



## Form of School Return.

RETURN OF SCHOOL DISTRICT NO. \_\_\_\_\_

TEACHER, FOR THE HALF YEAR ENDING \_\_\_\_\_

Names of Assistants				
Names of Trustees				
Time School has been kept since last return <sup>n</sup>				
Average daily attendance				
Average time of attendance of each scholar				
No. of children between 4 & 15 in the district				
<table style="border: none;"> <tr> <td style="border: none;">Salary of Teacher from the people.</td> <td style="border: none; font-size: 3em; vertical-align: middle;">{</td> <td style="border: none; padding-left: 10px;">                     Paid by Fees or subscription.                      " Assessment                      " in Board                      Total Salary                 </td> </tr> </table>	Salary of Teacher from the people.	{	Paid by Fees or subscription. " Assessment " in Board Total Salary	
Salary of Teacher from the people.	{	Paid by Fees or subscription. " Assessment " in Board Total Salary		
Subjects taught beside Reading, Writing and Arithmetic				
<table style="border: none;"> <tr> <td style="border: none;">Books used</td> <td style="border: none; font-size: 3em; vertical-align: middle;">{</td> <td style="border: none; padding-left: 10px;">                     Reading and Spelling                      Grammar                      Arithmetic &amp; Book Keeping                      ‡ Geography                      Algebra and Mathematics                      Other Books                 </td> </tr> </table>	Books used	{	Reading and Spelling Grammar Arithmetic & Book Keeping ‡ Geography Algebra and Mathematics Other Books	
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Library, No. of Volumes in				
<table style="border: none;"> <tr> <td style="border: none;">Apparatus</td> <td style="border: none; font-size: 3em; vertical-align: middle;">{</td> <td style="border: none; padding-left: 10px;">                     Globes                      Wall Maps                      Blackboards                      Other Apparatus                 </td> </tr> </table>	Apparatus	{	Globes Wall Maps Blackboards Other Apparatus	
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<table style="border: none;"> <tr> <td style="border: none;">Schoolhouse</td> <td style="border: none; font-size: 3em; vertical-align: middle;">{</td> <td style="border: none; padding-left: 10px;">                     Internal Dimensions                      Whether Stone, Frame or [Log                      Its Condition                 </td> </tr> </table>	Schoolhouse	{	Internal Dimensions Whether Stone, Frame or [Log Its Condition	
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Is a daily register kept of Attendance, Merits and Errors				
<table style="border: none;"> <tr> <td style="border: none;">Time of Teacher's service</td> <td style="border: none; font-size: 3em; vertical-align: middle;">{</td> <td style="border: none; padding-left: 10px;">                     In this School                      In Other schools                 </td> </tr> </table>	Time of Teacher's service	{	In this School In Other schools	
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[The above can be written, with the filling up, on the first page of a sheet of Foolscap, and the list of Pupils and Certificates on the following pages. Where the Commissioners furnish printed forms, these can of course be followed; but *all the above particulars should be attended to.*]

‡ If the Books of one series be used throughout, the name of the series will be sufficient. If of several series, name *each* book.

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## LIST OF SCHOLARS.

Names of Scholars.	Ages.	Time of Attendance.	Paid.	Free.
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[After the List of Scholars, the Trustees or Teachers may add any remarks relating to the progress of the classes, or the general circumstances of the School.]

### CERTIFICATE OF TRUSTEES.

We the undersigned, as Trustees of School District No. \_\_\_\_\_ do hereby certify that the within report is correct; that we are satisfied with the conduct of the Teacher; that the sum to be received from the Commissioners is payable to him for his own use; and that the engagements made with us by the applicants for the school have been fulfilled.

} Trustees.

### CERTIFICATE OF TEACHER.

I hereby certify that no part of my salary has been collusively withheld; and that the representations which have been made, and the engagements entered into for the support of this School, are in good faith, and not merely to procure a portion of the Provincial allowance.

Teacher.

Sworn to before me

### QUESTIONS ADDRESSED TO TEACHERS.

The teacher of this school is respectfully requested to answer the following inquiries, or as many of them as convenient, as fully and accurately as circumstances will permit. The teacher is also invited to give any additional information or suggestion that may occur to him, either in reference to his own school or the cause of Education generally.

To avoid unnecessary postage, the reply may be sent with the next school Return to the clerk of the commissioners for the district, who will forward it to the Superintendent.

#### (A) THE DISTRICT.

- 1 Number of families in the District?
- 2 Their prevailing occupation?
- 3 Chiefly new or old settlers?
- 4 Poor or wealthy as compared with other districts in the County?
- 5 Has any attempt been made to assess for Schools, and with what result?

#### (B) SCHOOL HOUSE.

- 6 When built?
- 7 Is its situation pleasant and healthy?

8 Has it any ground connected with it, or is it on the Highway or on Private property?

9 What is the state of the ground?

10 Could you induce the people or scholars to improve it?

11 How is the school now heated?

12 Has it means of ventilation other than windows?

13 Is there but one apartment or more?

14 Has it a Door mat, Scraper, Hat pins and similar conveniences?

15 Is there a wood shed, or other out houses?

16 Have the seats backs, and are they of proper height for the children?

17 Are there wall maps and globes, and if so, are they the property of the teacher or of the school?

#### (C) THE TEACHER

18 Where did he receive his Education?

19 Has he taught in any other country, if so where?

20 Has he opportunities of obtaining information on the progress of his profession?

21 Would he desire to attend a Normal School if established in this Province?

22 Could he afford to spend two weeks in a year in attending a teacher's institute?

23 At what season would it be most convenient to do so?

24 What is his age?

25 Is he married or single?—does he board round.

(D) TRUSTEES AND PARENTS.

26 Do the Trustees often visit the school?

27 Do the parents visit it?

28 Are the fees well paid?

29 Are they paid chiefly in money?

(E) ATTENDANCE.

30 Do the children of the district all attend school?

31 If not are you aware of the reasons?

32 What proportion attend the whole year?

33 What proportion six months?

34 What proportion less than six months?

35 Are there many adults unable to read and write?

36 Have you kept an evening school for such?

37 If so, how many attended?

(F) STUDIES, BOOKS &C,

38 Have most of your pupils learned the alphabet before coming to school?

39 How many classes have you in reading?

40 Do you teach spelling by the names or the sounds of the letters, or both?

41 Do your pupils practise *written* spelling?

42 How many pupils have you in grammar, and how many classes?

43 How many in geography and how many classes?

44 How many in Arithmetic, and how many classes?

45 How many in Mental Arithmetic, and how many classes?

46 How many in History and how many classes?

47 Do you use the Blackboard in teaching Arithmetic, Geography, Grammar, &c?

48 Are many of the Scholars destitute of proper books?

49 What series of reading and spelling books do you use?

50 If several, which do you prefer?

51 Have you endeavored to attain uniformity of books, and systematic classing of the pupils?

52 How many and what recitations have you in the forenoon?

53 How many, and what in afternoon?

54 How many intervals or recesses, and of what length?

55 Do your pupils recite simultaneously, in order or as called on?

56 Do you employ monitors, and if so what are their duties?

57 Do you open or close the school with prayer or reading of the scriptures?

58 What is your opinion or experience of registers of the pupils' daily merits and errors, and monthly reports to parents.

59 Have you any occasional or general exercises to relieve weariness?

60 Have you trained up any young men or women to be teachers—if so how many?

61 Are they employed in this Province?

62 If a grammar school, state how many pupils in Mathematics, Surveying, Navigation, Latin, Greek, French, and Agricultural Chemistry?

63 Do you teach Physiology, Natural Philosophy, Drawing, or other branches of education not in the Act?

64 What books do you prefer for teaching the subjects mentioned in the two last questions?

(G) DEPORTMENT.

65 Are your pupils cleanly & orderly?

66 Do profane swearing or other immoral habits prevail?

67 Do you pay much attention to the morals of pupils and their decent and polite behaviour.

68 Do you find it necessary to use corporal punishment.

69 What means have you found most successful in avoiding this necessity?

70 Can you suggest any means for

remedying deficiencies in any of the points referred to in the these questions.

71 Can the Superintendent or Commissioners aid you in remedying them; and how?

[In replying it is not necessary to copy the questions, a reference to the number of each question is sufficient].

### HINTS TO TRUSTEES, PARENTS AND TEACHERS.

*From the Instructions of the Chief Superintendent of Schools, Canada West, and other sources.*

1st. Trustees employ the Teacher, agree with him as to the hours of daily teaching, the period during which he teaches and the remuneration; but the *mode of teaching* is with the teacher. On the expiration of the term of agreement, Trustees can dismiss a teacher if they are not pleased with him; but subordinate to the provisions of the law, the teacher has a right to exercise his own judgment as to the method of teaching the school.

2nd. Trustees should take an interest in the School, visit it as often as possible and support the teacher in every case where injustice is likely to be done to him; on the other hand it is their duty to see that the School is conducted according to the regulations of the law, and that the Teacher fulfils his engagements.

3rd. It is important that Trustees should elect a competent Teacher. *The best Teacher is always the cheapest.* He teaches most and inculcates the best habits of learning and mental developement in a given time; and good and proper habits are of more value than money. Trustees who pay a Teacher well and treat him well, will seldom want a good teacher. Regard should be had to the *temper and moral principle* of the teacher, as well as to the *attainments and power of communicating knowledge* which he may possess. To employ an *incompetent or immoral* teacher merely because he offers his services at a low rate, is to waste money and to mock and injure the youth of the district.

4th. Trustees will also find it the best economy to have a *comfortable school house, kept comfortable and properly furnished.* It is as difficult for pupils to learn as it is for the master to teach in an unfurnished and comfortless School house. It is only justice to their children and the teacher that the people provide as good a school as their circumstances will permit. The *plan* of the house and furniture should not be neglected, a good plan often adds greatly to utility without increasing cost. *Ventilation* should never be overlooked.

5th. *Neatness and cleanliness* in the house and ground surrounding it, are of more importance than most persons suppose. They make children like the school, and tend to promote decency and good behaviour, as well as to give a taste for neatness at home.

6th. Parents should endeavour to provide their children with books; and should remember that scholars suffer great loss of time when they are not furnished with proper books, or when these are of so various kinds that the teacher cannot class them, or when the scholars are kept in an old book when they should be in a more advanced one.

7th. A Teacher on entering a new School should begin by establishing order and system. Some teachers are obliged to do battle daily in the cause of order, and keep themselves and school in a ferment in the attempt to procure it. Much of this might be avoided by making good regulations at the outset, taking care that the pupils understand them, and at once checking every deviation. The habit of order and of obeying rules once established, its preservation is easy.

8th. When punishment becomes necessary, its effect is lost if the offender does not see his error and condemn himself.

9th. *A time and a place for everything and everything in its proper time and place,* is the great rule of regularity and order. The teacher should observe it himself and impress it on his pupils.



10th. The children should be classified according to the books used, and every effort made to avoid too great a multiplicity of classes.

11th. The Teacher should endeavour to show not only in his deportment to visitors, but to the pupils themselves, *courtesy and kindness*. These are quite compatible with the preservation of authority.

12th. The Teacher should satisfy himself every morning, that his Scholars have their hands and faces washed, and that their feet are cleaned when they enter the school-room. The school should be swept and dusted every evening; and good ventilation, or a sufficient supply of pure air, secured by any means that the structure of the building will permit. *Dust, dirt and foul air, are equally injurious to health, temper and intellect.*

13th. The Teacher should pay the strictest attention to the morals and general conduct of pupils, and omit no opportunity of inculcating *truth and honesty*, and respect to elders and superiors.

14th. The Teacher should treat the pupils with kindness, combined with firmness, and aim at governing them by their affections and reason rather than by hardness and severity. He should also cultivate kindly and affectionate feelings among them, and discountenance gambling, cruelty to animals and every approach to vice.

15th. Teachers should endeavour to keep pace with improvement; and especially to introduce, if practicable, any better books or methods that may be recommended by the Commissioners or Superintendent.

16th. Every legitimate effort should be made to keep up liveliness and interest among the scholars; a dull and drowsy school makes little progress. The tedium of study should, especially in the case of very young scholars, be relieved by amusing and instructive general exercises. An instructive story, an object lesson, manual exercises, singing, or a short recess, often more than repay the time they occupy, by awakening the dormant energies of the pupils.

## EXTRACTS FROM THE ACT FOR THE ENCOURAGEMENT OF EDUCATION.

3. The Trustees of every School District shall be a body corporate for the prosecution and defence of all actions relating to the School or its affairs, and shall be distinguished by the title of "Trustees of School District, No. ,," and have the possession of the School house and Property

5. When the Inhabitants of any District shall have provided one or more sufficient School Houses, and the Trustees by distinct written contract engaged the services of one or more competent Teachers for the District, Male or Female, at a specific remuneration, to instruct the children therein, in Reading, Writing, and Arithmetic, the elements of English Grammar and Geography, for a period not less than three months, the Commissioners, upon the application of the Trustees, shall enter the School on a List to be kept by them, for participation in the sum by the Act allowed for the support of Common Schools.

6. The Commissioners shall examine all School Teachers, and grant to such of them as they shall consider duly qualified, and of good character, Licenses to teach within the respective districts, and no Teacher shall, without such License, receive any portion of the sum granted by this Act. The Superintendent, and also every Licensed Teacher while engaged as such, shall be exempted from the performance of Statute Labour on the Highways, from Militia Duty, from serving in any Town Office, or on Juries, and also from the payment of all County, Poor, or City Rates.

7. The Trustees of every School, seeking aid under this Act, shall render half yearly to the Commissioners, a true account of the number, names, sexes, and ages of the Scholars taught in such School, and the average number of Scholars who have attended during the period since the last return, the branches in which they have

been instructed, the books they have used, their progress in Education, the amount and particulars of the income and expenditure of the School, the amount of Salary of the Teacher, and in what manner the same is paid, and shall certify that the sum to be received from the Commissioners by the Trustees, is payable to the Teacher for his own use, and that the engagements entered into with the Trustees by persons applying for such schools have been performed; and shall furnish to the Commissioners a certificate from the Teachers respectively, duly attested on oath, that no part of the Salary of such Teachers has been collusively withheld, and that the representations and engagements have been made in good faith, and not merely to procure a portion of the allowance granted by this Act.

8. If a Trustee or Teacher shall wilfully render a fraudulent or incorrect account or statement on any Return, Report, Certificate, or Affidavit, required under the provisions of this act, for the purpose of obtaining Provincial aid for any School, or for any Teacher or Trustee, whether the said Schools are Common or Grammar Schools or Academies, such Trustee or Teacher shall be liable to a penalty of Five Pounds, to be recovered by the Clerk or Commissioners, in a summary manner, before two Justices of the Peace, with costs, and to be applied one half to his own use, and the other half to the Commissioners for the general purposes of this Act.

9. The Trustees of any School District may call a Public Meeting of the Rateable Inhabitants within its limits, after written notice given by the Trustees for at least twenty days previously, in five or more public places in the District; and if a majority of the Rateable Inhabitants present at the time agree to raise money for the support of one or more schools by Assessment, or for the purchase of Land whereon to erect School houses, or for the building or repairing School houses, they shall then appoint three Assessors, who shall forthwith proceed to assess the amount voted at such meeting upon the Inhabitants of the District, by an even and equal rate upon every such inhabitant in

proportion to his ability; and shall make up and return such Assessment to the General Sessions of the Peace for the County or District, or to any special Sessions to be held for that purpose; at which General or Special Sessions appeals from any such rate may be heard and determined, and all such rates shall be collected, and such other further proceedings had in relation thereto as by Law prescribed in case of Poor Rates.

11. The Commissioners shall draw half yearly from the Public Treasury the sums of this Act allowed for these places respectively, and shall apportion the sums allowed for common Schools according to the sums raised by the Inhabitants of the district, and the number of useful branches taught therein, having regard to the nature, amount and quality of the Instruction, and the amount paid by the people of the District towards the Salary or Fees of the Teachers and the Commissioners shall exclude any District from participation in the Public grant if it shall appear that the Inhabitants have not according to their ability, provided and paid for a Teacher and kept the School House in repair. Before distributing the Common School Fund the commissioners shall annually apply such sum, not exceeding one sixth of the whole fund at their disposal, as may be necessary for Schools in poor or thinly peopled settlements on such terms as they may think reasonable. There shall always be gratuitously taught in every Common School, Grammar School or Academy, receiving aid under this Act, as many Poor Scholars, not exceeding eight, as the Commissioners and Trustees respectively shall see fit to send.

13. Where Grammar Schools are authorised under this act, the allowance therefor shall only be paid under the conditions following, that is to say: that a good and substantial School house, in a situation to be approved by the Commissioners, shall be erected and completed to their satisfaction. Secondly, that a Salary not less than Forty Pounds a year shall be subscribed by the Inhabitants, and secured to the satisfaction of the Commissioners, for the Teacher of such Grammar School during the continuance thereof. Thirdly, that the Teacher to be engaged therein, before that School shall be admitted on the list of Grammar Schools, shall be qualified, examined, and approved, as hereinmentioned, and shall be competent

to teach in addition to the ordinary branches, Algebra and Land Surveying, and when the same shall be required by the Commissioners, Navigation, the Classics, Agricultural Chemistry, one or more of the Modern Languages, and some of the practical branches of the Mathematics, and on the fulfillment of the said conditions the Commissioners may enter such School on the list as a Grammar School.

14. At Grammar Schools receiving aid under this Act, there shall in addition to Reading, Writing, Arithmetic, Geography, English Grammar, History, and Composition, be taught Land Surveying, Navigation, and the Mathematic, whenever any pupil shall require to be instructed therein, and also the Classics, one or more of the Modern Languages, and Agricultural Chemistry, whenever it shall be found practicable to introduce the same; and no Grammar School shall receive any allowance under this act, unless the Trustees shall have actually received by contributions of the People and tuition fees, at least Forty Pounds per annum towards the payment of the Teacher, and unless at least twenty Scholars shall be regularly and constantly taught therein throughout the year, of whom not less than Ten shall regularly and constantly receive instruction in the above enumerated higher branches, or some of them.

15. Schools wherein the ordinary Instruction may be wholly or in part communicated in the French, German, Gaelic or other languages, shall be entitled equally to participate in the Provincial allowance with Schools where the English language is exclusively used, provided such Schools are in other respects entitled to such participation.

16. At all Academies receiving assistance under this Act, instruction shall be given in the Classics, Agricultural Chemistry, the practical branches of the Mathematics, Algebra, Geography, English Grammar, History, and Composition, and also in one or more of the Modern Languages.

17. The Trustees of Academies may make Bye Laws for the Regulation thereof, which shall be transmitted within one

month from the time of their being made to the Governor, for his approbation in Council, and shall have no effect until such approbation is signified.

18. The Trustees of Academies receiving aid under this act, shall make up and return on or before the Thirtieth day of June and the thirty-first day of December, in every year, an accurate account of all sums received and expended by them, whether from Legislative Grant or otherwise, with a report of the names and ages of the pupils, and of the course of Instruction and other particulars concerning such Academy, and its progress and management, in such form as the Governor in Council may from time to time direct.

19. The Trustees of Academies and Grammar Schools receiving aid under this act, shall hold Public Examinations, twice in every year, of the pupils or scholars contained therein, of which Examinations public notice shall be given; so that the same may be attended to by all persons desirous of being present thereat.

20. No Academy shall receive any allowance under this Act, unless the Trustees have actually received, by contribution of the people, and Tuition fees, at least One Hundred Pounds per annum in money, towards the payment of the Teacher, and the otherwise sustaining and upholding of the Academy, and unless at least twenty five Scholars shall be regularly and constantly taught therein throughout the year, of whom no less than ten shall regularly and constantly receive instruction in the Classics, Agricultural Chemistry, one or more of the Modern Languages, the practical branches of Mathematics, Algebra and Arithmetic, in addition to English Grammar, History, Geography, Composition, and other branches of a higher English Education.

21. The Trustees of Academies, respectively, shall be a corporate Body, and possess the Academy and its property so far as to prosecute and defend all actions relating thereto, and shall be designated as "the Trustees of the Academy."